

Link & Match and Professional Competencies Of The Banjarbaru Aviation Vocational School Cadets,  
South Kalimantan Province.

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## Abstract

The objectives to be achieved in this research are: 1) Describe and Analyze Link and Match and Professional Competence to be able to create Professional, Reliable and Resilient Human Resources. 2) Describe and analyze Local Government Innovation Policies and Banjarbaru Aviation Vocational High Schools (SMK) in creating competitive innovations and encouraging progress to improve Talent Competencies, Intelligence competencies, Social Competencies, Emotional Competencies and Academic Competencies of Banjarbaru Aviation Vocational High School cadets. 3) Finding and Describing Competitive Innovation Models that are able to create reliable and strong HR Competencies and become winners in the aviation industry.

The research approach uses an inductive qualitative method, which starts from the existing data, not from a theory and does not intend to test the theory. The qualitative approach uses data in the form of words, sentences, pictures, behaviors, replicas, manuscripts, interviews, field notes, personal documents, memo notes, and other official documents that are not dominated by numbers. This study also uses a constructivist/interpretive paradigm with an inductive qualitative approach. Data were collected according to the theory of Denzin and Lincoln which used a natural setting as a direct data source.

Practical implications: (1) Link and Match and Professional Competence at the Banjarbaru Aviation Vocational School have been able to create Professional, Reliable and Resilient Work Creator Human Resources. This is evidenced that many graduates of the Banjarbaru Aviation Vocational School occupy positions that are in accordance with their professional competence, at least approaching their competency capacity, namely as pilots, flight attendants and aircraft engine technicians. From the right position, it was also found that graduates were able to occupy the main ranking, namely being the best policewomen in the South Kalimantan Police so that they could be used as examples for other cadets. (2) The Local Innovation Policy of the Regional Government does not play a role as it should, because it is still focused on central policies so that the role of the Banjarbaru Aviation Vocational High School (SMK) policy always implements policies regarding link and match by conducting a driver force (creating competitive innovation and encouraging progress to improve Talent Competence, Intelligence Competence, Social Competence, Emotional Competence and Academic Competence of the Banjarbaru Aviation Vocational High School cadets focused on the Teaching Industry or Teaching Factory.

Originality/value Research: reconstructing a policy theory called Integrated Holistic Policy (IHP), which gives strength and focus to central policies that are locally innovated by schools. The Competitiveness Innovation Model initiated by the Banjarbaru Aviation Vocational School has been able to create reliable and strong HR competencies and become winners in the aviation industry. The KHI model found in this study becomes a comprehensive and integrated innovation idea from core learning academics and prakerin, so that when cadets enter the roaming of the Aviation Vocational School they have been able to experience a metamorphosis (change) from not knowing to knowing and from knowing to being an expert in change. their knowledge, attitudes and skills.

Keywords: Integrated Holistic Policy (IHP)

## Introduction

The Minister of Manpower stated that since the outbreak of the pandemic in March 2020, the number of unemployed people had increased by 2.67 million people. "Due to the pandemic, there was an additional 2.67 million unemployment or 1.84 percent compared to August 2020," Thus, there are 9.77 million unemployed people in the workforce. This figure is equivalent to 7.07 percent of the total workforce, which is 138.2 million people. It is known that the main contributor to the open unemployment rate comes from SMK graduates, which is 13.55 percent. The increasing unemployment from the vocational education level, which has implemented the "Link and Match" program initiated by the Ministry of Education and Culture, apparently has not been able to do much and is still in the outer ring in reaching and realizing expectations so that the program tasked with marrying vocational education and industry does not work well and has not met the expectations. the initial goal.

The non-achievement of the target in creating a reliable and tough workforce has caused the Director General of Vocational Education of the Ministry of Education and Culture Research and Technology (Kemendikbudristek), Wikan Sakarinto (March 2020) to say that vocational education should accelerate vocational graduates to get jobs, even 80 percent of education graduates vocational education should be able to be absorbed in the industrial world. However, as the Link And Match program progresses, the fact is that it has not been able to avoid an explosion of increasing unemployment.

Based on the description above, the problems in the research can be formulated as follows:

1. How is Link and Match and Professional Competence able to create Professional, Reliable and Resilient Work Creator Human Resources?
2. How is the Local Government Innovation Policy and the Banjarbaru Aviation Vocational High School (SMK) in creating competitive innovation and encouraging progress to improve Talent Competence, Intelligence Competence, Social Competence, Emotional Competence and Academic Competence for Banjarbaru Aviation Vocational High School cadets?
3. How is the Competitiveness Innovation Model capable of creating Reliable and Resilient HR Competencies and becoming a winner in the aviation industry?.

The objectives to be achieved in this research are as follows:

1. Describing and Analyzing Link and Match and Professional Competencies are able to create Professional, Reliable and Resilient Work Creator Human Resources.
2. Describing and Analyzing the Local Innovation Policy of the Regional Government and the Banjarbaru Aviation Vocational High School (SMK) in creating competitive innovations and encouraging progress to improve Talent Competencies, Intelligence competencies, Social Competencies, Emotional Competencies and Academic Competencies of Banjarbaru Aviation Vocational High School cadets.
3. Finding and Describing Competitive Innovation Models that are able to create reliable and strong HR competencies and become winners in the aviation industry.

## Theoretical Study

Today there is a shift in the term Human Resources or Human Resources to Human Capital. Even some large and developing companies have formed a Human Capital Development unit or division as a development of the Human Resources Division. Literally, the definition of Human Capital can be divided as follows: Human is Human, and Capital is Capital. So it can be summarized that Human Capital is how to make humans as capital or intangible assets because most organizations depend on the human ability to innovate, build branding and respond to changing markets so that they are able to grow.

The role of education in life is very important because in the current era of globalization the world of work demands quality and quality human resources, therefore the world of education must be able

to create a forum both in facilities and infrastructure as well as in the form of skilled labor advocacy training.

Human capital reflects the company's collective ability to produce the best solutions based on the knowledge possessed by the people in the company, which will increase if the company is able to use the knowledge possessed by its employees. Human capital is a grouping of three key elements, namely skills, attitudes, and intellectual intelligence (Ross, Dragonetti, and Edvinsson 2018).

Son (2016:30) suggests that "HR competence reflects the productive capacity of human resources, including various skills (literacy, numeracy, cognitive and analytical)". Son's opinion above is in line with Azua's opinion in Huseini (2018:45) which explains that HR competence is a reflection of education, experience, intuition and expertise.

Khalique et al (2017:78) in a theory argues that: "HR competence or (human capital) is highly considered as the lifeblood of an organization and human capital is a very crucial resource to innovate and develop the organization".

Based on the theory of Public Administration, there are several understandings of the organization, including:

- a. Henry L. Sisk (1969): An organization is a group of people bound together in a formal relationship to achieve organizational goals. Is the process of composing, or arranging the parts of the organization.
- b. Edgar Schein (1979): Organization is the rational coordination of the activities of a number of people to achieve some clear goals, through division of labor and functions, and through levels of authority and responsibility.
- c. Cyril Soffer (1973): An organization is an association of people who group together around the attainment of certain goals.

All improvement efforts can only take place well if there are government policies that become a shared view of life (Bachtar, 2013).

Link and Match was popularized by Minister of Education and Culture Wardiman Joyonegoro in the 1990s. In this Wardiman era, Link and Match has really become a mantra in every educational discussion. So the concept of link and match continues to erode the core of the world of education. The problem with education at that time and until now is that there is no link between graduates of educational institutions and their compatibility with the world of work. As if, education and work are two different worlds and never greet each other. Education runs in a world of its own which is not clear. On the other hand, the world of work always shouts that he must work hard to prepare the workforce he wants. the ideal orientation of education is becoming clearer, namely creating "ready to use" humans.

The term Link and Match is not a foreign term for the world of education, especially SMK. This term has actually been known for a long time, but since the launch of Presidential Instruction No. 9 of 2016 concerning the revitalization of Vocational High Schools, Link and Match has become an important item that must be the full attention of Vocational Schools.

According to Jack Gordon (1998), there are 6 aspects contained in the concept of competence, namely; (1) Knowledge (knowledge); (2) Understanding (understanding); (3) Ability (skill); (4) Value (value); (5) Attitude (attitude); (5) Interest (interest).

According to the governor of DKI Jakarta, Anis Baswedan, there are 4 (4K) competencies, namely:

1. Critical Thinking; the ability to think clearly and rationally about what to do or what to believe or a process in which you must make reasonable, logical and well-thought-out judgments.
2. Creative; the ability to generate an idea with a variety of alternatives and several creative processes that are supported by the surrounding environment.
3. Communicative; an attitude, which is based on appreciation, of respect for the person we are talking to.
4. Collaborative; overall ability to work together.

## Research methods

This research approach uses an inductive qualitative method, which starts from the existing data not from a theory and does not intend to test the theory. The qualitative approach uses data in the form of words, sentences, pictures, behaviors, replicas, manuscripts, interviews, field notes, personal documents, memo notes, and other official documents that are not dominated by numbers. This study also uses a constructivist/interpretive paradigm with an inductive qualitative approach. Data were collected according to the theory of Denzin and Lincoln which used a natural setting as a direct data source. This research is expected to be able to describe and find comprehensively and comprehensively regarding competency policies in realizing the quality of graduates of the Banjarbaru Aviation Vocational School. In addition, this research is expected to be able to build a theory inductively which is then used to obtain substantive findings in accordance with the research focus which is abstracted as formal findings.

The reason the researcher uses the inductive qualitative method: constructivist / interpretive is because the researcher wants to understand in depth the problem of the phenomenon, event or symptom being studied with more emphasis on a complete picture of the phenomenon being studied so that a deep understanding of the phenomenon is obtained for further production. a theory.

The nature of qualitative research methods in general, this type of case study is carried out on ongoing events or symptoms, not symptoms or events that have been completed (ex post facto). According to Donal Ary, qualitative research has six characteristics, namely:

- 1) care about the context and situation (concern of context),
- 2) a natural setting (natural setting),
- 3) humans as the main instrument (human instrument),
- 4) descriptive data (descriptive data),
- 5) the research design appears simultaneously with the observation (emergent design),
- 6) data analysis inductively (inductive analysis).

## Discussion of Research Results

### 1. Description of Key Informants and Informants

The basis for determining the key informants and informants of this study took the strategy carried out by Patton (2002) that the results of qualitative research obtained in-depth information through informants and key informants.

Table 7.1: Data Key Informants and Informants

No	Jabatan	Nama	Status	Pend Akhir	Ket
1.	Headmaster	Paidilah, S.Pd.I, MA	Key Informant	S2	
2.	Deputy Principal for Curriculum	Misbah, S.AP	key informant	S1	
3.	Deputy Principal for Student Affairs	Muhammad Ansyari, S.Pd	key informant	S1	
4.	Deputy Principal for Public Relations	Resti Yogi P, S.Pd	key informant	S1	
5.	Deputy Principal for Facilities and Infrastructure	Cynthia Widya WS, S.Pd	key informant	S1	
6.	Head of OTKP	Diesta Prawsti, S.ST, MA	key informant	S2	
7	Head of i Air Frame and Power Plant	Reza Fahmi, ST	key informant	S1	
8	Cadet Parents/i	Khadijah, Ibu Sundari, Sulastri, Indri	Informant Supporter	-	
9	Cadets/i	Putri, Jery Rivaldo Adrian, Santi, Rakhman	Informant Supporter	-	

The table above illustrates that the model for determining key informants and informants is in accordance with research needs, namely, placing individuals who know the ins and outs of the phenomenon of link and match from the policy side, namely the principal as a key informant and the phenomenon of learning as a local policy so that it is reasonable to establish a learning model in SMK Flight. Structural officials at the Aviation Vocational School in the study were used as the main informants. As a complement, supporting informants are also needed in this study, so the parents of cadets and cadets who have made the decision to entrust themselves to entrust their sons and daughters to the Banjarbaru Aviation Vocational School, and other supporting informants are the Banjarba Aviation Vocational High School cadets.

## 2. Results of Link and Match Observations and Professional Competence in creating Professional, Reliable and Resilient Work Creator HR.

Observations by sharing opinions about the national policy of Link and Match and Professional Competence at Aviation Vocational Schools in accordance with competencies, product (individual competences), output (quality and quantity of graduates), outcome (survival of individual and social contribution) and desirable ends/goals desired (Muhaimin, 2021). The results of observations obtained in the field are:

Table 7.2: Observation of the Competence of Taruna Taruni

No	Dimensi Pengetahuan	Pengamatan	Hasil
1	<i>Ingenioust (Bakat)</i>	Positif	Positif
2	<i>Thinks outside the box/Berpikir diluar biasanya)</i>	Positif	Positif
3	<i>Original (murni)</i>	Positif	Positif
4	<i>Imaginative (daya khayal/mimpi)</i>	Positif	Positif
5	<i>Inovator</i>	Positif	Positif
6	<i>Analyzes problems</i>	Positif	Positif
7	<i>Breaks patterns(ciptakan pola Baru)</i>	Positif	Positif
8	<i>Perceptive</i>	Positif	Positif

The table above shows the results of the knowledge dimensions received by cadets and cadets when they first entered school at the Aviation Vocational School since class X, XI and XII. The knowledge they receive is considered positive, because they receive the benefits of learning by the teacher. This can be seen from the positive enthusiasm when speaking in the interview phase as well as the researcher carrying out individual observations. Positive responses can be seen from their attitude that is always smiling and seems to always defend against statements that seem negative from the assessment of their school. This condition convinces researchers that knowledge for cadets and cadets is obtained with the best patience and service from the academic community of the leadership of the Banjarbaru Aviation Vocational School so that they are able to absorb and have factual, conceptual, procedural and metacognitive knowledge (the ability to control friendly or cognitive aspects) which controls 6 Levels (Bloom) are the stages of memory, understanding, application, analysis, and synthesis and evaluation.

Table 7.3: Observation Results of Learning and Prakerin Activities

Attitud Dimensio	Observation Results
Teacher	<ol style="list-style-type: none"> <li>1. The teacher teaches the material in accordance with the provisions of the Revised 2013 Curriculum and provides an participatory model for cadets and cadets</li> <li>2. The teacher teaches the subject matter in general for all areas of expertise. And for internships, teachers accompany and provide direct supervision by attending regularly both when in the field in Surabaya, Jakarta and Tangerang.</li> <li>3. The teacher teaches theoretical and practical material related to attitude change from knowing theoretical to being able to start the engine and off to on.</li> <li>4. Teachers have guidelines for specific teaching materials for each area of expertise</li> <li>5. The teacher uses the Creative Products and Independence packages for all areas of expertise (PSU and Office Administration OTK) and OTKP</li> <li>6. 6. The teacher uses the Problem Based Learning model. The application of this model is not in accordance with the concept of skill competence.</li> <li>7. The teacher uses media that is very suitable for learning, such as Point and Video.</li> <li>8. The teacher teaches the making of creative products and competencies that are in accordance with the PSU and OTKP areas of expertise, such as providing several places in the form of training tents to carry out effective product processing and competencies.</li> </ol>
cadets	<ol style="list-style-type: none"> <li>1. The cadets have been able to have an understanding of character attitudes from being unable to being able and from being able to being an expert</li> <li>2. The cadets still have difficulties in analyzing the problems given by the teacher, especially the pandemic phase because of limited learning time according to the regional circular.</li> <li>3. The cadets have the initiative in developing products according to the PSU and OTKP study programs.</li> <li>4. The cadets have not been able to develop creative and innovative attitudes in creating products in accordance with the PSU and OTKP areas of expertise</li> <li>5. The cadets still have difficulty making creative products in accordance with the PSU and OTKP areas of expertise.</li> <li>6. The products produced by the cadets are not related to the science in accordance with PSU and OTKP</li> </ol>

Based on the table above, the results of observations of learning activities and acceptance of cadets and cadets show that Creative Productive subjects have focused on the areas of expertise in TPU and OTKP and have met the internship standards because the facilities and infrastructure owned by the Banjarbaru Aviation Vocational School have exceeded the standards set in certification and accreditation of the school's Accreditation Board. Productive teachers have been able to teach theoretical and practical work before they go to the field with the tools that are already in the hangar and the office laboratory room for TPU and OTKP study programs because of the sources of knowledge and teaching materials.

Table 7.4: Analysis of creativity in teaching materials

<b>Change of attitude</b>	<b>Criteria</b>	<b>Percentage</b>
Creative Products and internship	Purpose	80 %
	Theory	90 %
	Independent task	80%
	Program Tasks	85%
	Evaluation	80 %
<b>Average Percentage</b>		<b>85 %</b>

In table 7.4 it is known that the results of the analysis of the dimensions of creativity attitude change in teaching materials show an average score of 85%. This indicates that the indicators of creative thinking ability and attitude change in teaching materials have been classified as very good. because the literature aims to gather information about link and match and competence of cadets at the Banjarbaru Aviation Vocational School and the creation of creativity and innovative superior and resilient resources. The results of the literature study show that creativity is the most important component in TPU and OTKP study programs so that cadets and cadets are able to create product innovations (Maria-del-Mar, et al., 2017: 673).

### 3. Results of Analysis of Local Government Innovation Policies and Banjarbaru Aviation Vocational Schools

From the Analysis of Local Innovation Policies for the Regional Government and the Banjarbaru Aviation Vocational High School (SMK) in creating competitive innovation and encouraging progress to improve Talent Competence, Intelligence Competence, Social Competence, Emotional Competence and Academic Competence of the Banjarbaru Aviation Vocational School cadets is an analysis of the government's policy of the Minister Republic of Indonesia Industry. 2017. Regulation of the Minister of Industry of the Republic of Indonesia Number 03/M-IND/PER/I/2017 concerning Guidelines for the Guidance and Development of Competency-Based Vocational High Schools that Link and Match with Industry. Jakarta: Ministry of Industry of the Republic of Indonesia. By encouraging the creation of skilled Indonesian workers according to the needs of the business world through vocational education and training. For this reason, Regulation of the Minister of Industry Number 3 of 2017 was issued regarding Guidelines for the Guidance and Development of Competency-Based Vocational High Schools that Link and Match with Industry. This regulation is a guideline for Vocational Schools in providing vocational education that links and matches with industry. Meanwhile, for companies, it is to facilitate coaching for Vocational High Schools in producing skilled and competent industrial workers. Vocational education that has the concept of linkage and equivalence to the industrial world is able to supply skilled workers. Strengthening the link and match program is also fulfilled by supporting policies for the 3 in 1 education and training program (training, competency certification, and job placement) initiated by the ministry of industry by involving as many as 4,500 participants in 2019. "This step is part of a national program that is expected to can massively advance Vocational High Schools, Vocational High Schools are very dependent on productive study teachers, who are now only around 22 percent of the existing teachers. The existence of productive teachers is very important in strengthening knowledge, attitudes and skills.

The policy on link and match specifically for the program to strengthen industrial human resources through vocational education, a number of pilot projects in the form of cooperation between vocational schools and industry have started to be implemented. ideally, there are three components that must move simultaneously to make the Link and Match program a success, namely SMK, the world of work (companies) and the government. Of the three components, the role of the school is the most important requirement and requirement. The creativity and

intelligence of school administrators are the determining factors for the success or failure of the program. The local government's weak alignment with schools over the link and match process still does not show the role of local governments, so schools must be creative in seeking innovation.

4. Competitiveness Innovation Model that is able to create reliable and strong HR competencies and become winners in the aviation industry.

Based on the facts in the field, the construction of the link and match policy implementation model underwent the following reconstruction:

Minor Proposition 1:

"Link and Match and Professional Competence which is implemented through a balance of academic and Prakerin at the Banjarbaru Aviation Vocational School creates Human Resources who are Professional, Reliable and Resilient Job creators".

Minor Proposition 2:

"The weak role of local policies that are not created by policy actors can be reconstructed with local school policy innovations in the short term (1-5 days) and the application of driving force construction to changes in knowledge, attitudes and skills that lead to learning innovation (classical and traditional). prakerin) which plays a role in changes in talent intelligence (IB), social intelligence (IS), emotional intelligence (IE), academic intelligence (IA) and motivational intelligence (IM) with a focus on Teaching Factory and Teaching Industry".

Minor Proposition 3:

"The link and match model at the Aviation Vocational School prioritizes the driving force (driver with a focus on Teaching Factories and Teaching Industry) through school policy innovation, tough mentality, schools are able to bring cadets and cadets to become superior, reliable and tough human resources".

The elaboration of Proposition Minor 3, as a reconstruction of the conceptual model obtained in policy implementation, changes in innovation shown by local school policies so that the theoretical foundation used can be innovated with the toughness of school management to create a smart generation that is able to compete in a healthy and independent manner. The reconstruction of the model can be seen from the existing model found during field research with observers by observing and interviewing the phenomena found.

Research findings that have been described as minor propositions 1 and midor propositions 2, have reconstructed the theoretical building of policy implementation which is described in the research model as follows:



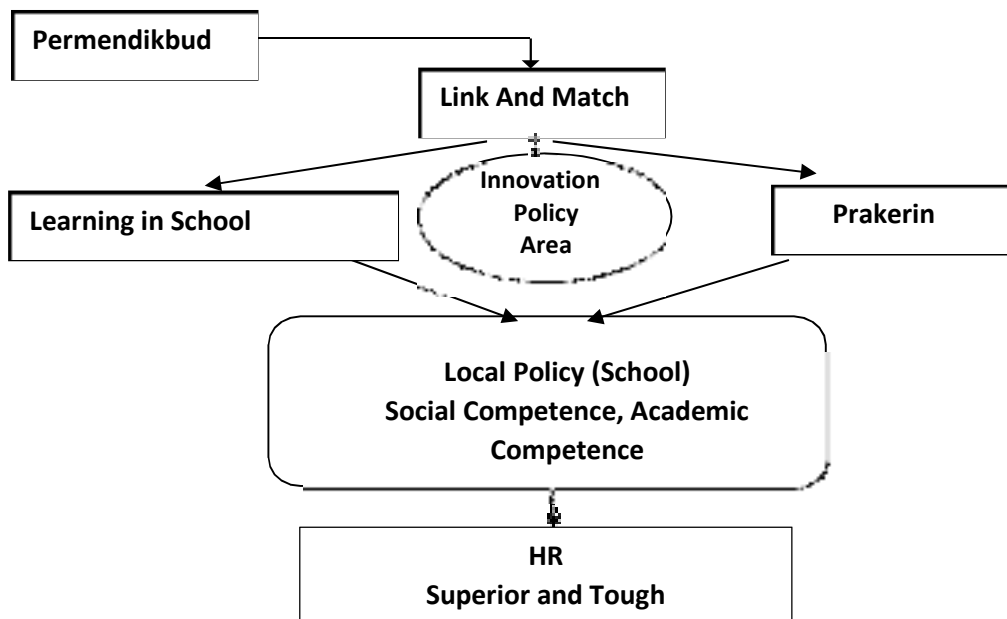


Figure 7.19 : Research Model

Academic conceptual model obtained from theoretical and field phenomena, research shows policy idealism that gives more perfect flow roles without taking into account any obstacles in the field, this can be seen from policy models which always refer to perfect policy implementation. Therefore, the conceptual model will undergo construction in accordance with the conditions in the field, namely at the Banjarbaru Aviation Vocational School, which has innovated the weaknesses of policy implementation by taking action to take local policies so that with independence it can create superior, reliable and tough human resources, so that they can become winners in a competition. .

The existing models found in this study are:

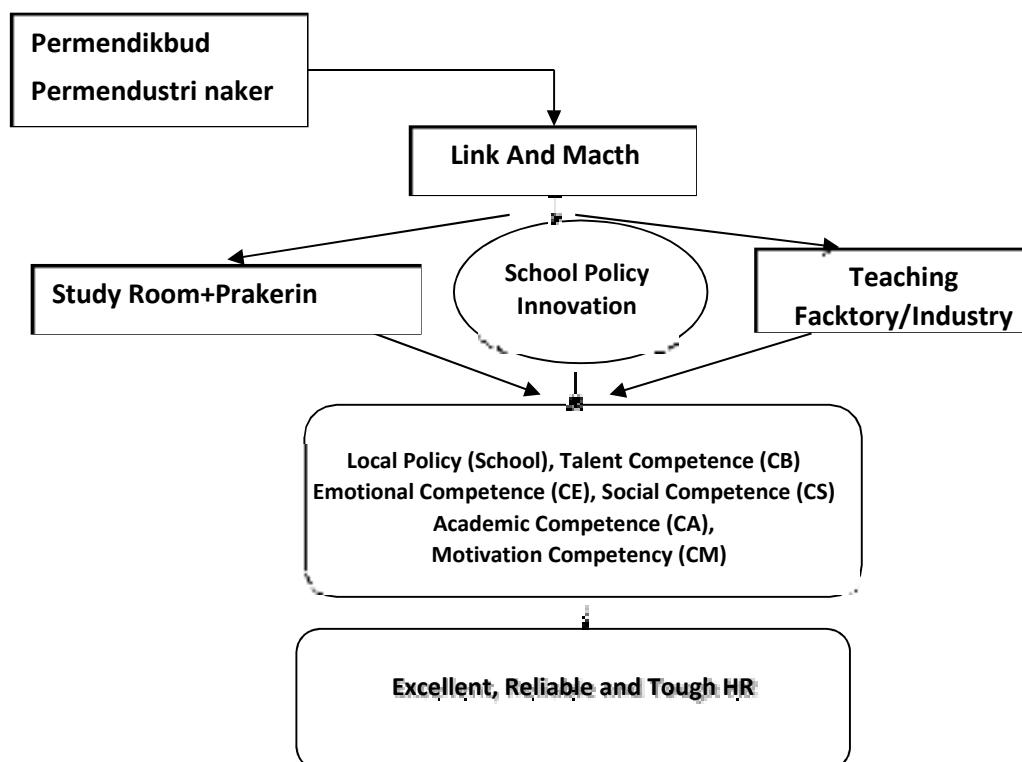


Figure 7.20 : Existing Research Model

The existing model of link and match policy implementation can assist the process of exploring creativity by measuring the participation and cooperation of MOU participants and Tauna and Taruni beneficiaries (Sormunen, et al., 2019: 19). This model will help Tauna and Taruni in security, certainty and service both during class lessons and during internships to analyze and complete a job in certain laboratories and hangars (Pan, et al., 2019: 177). In addition, the media that can be used to increase the creativity of Tauna and Taruni according to the area of expertise of TPU and OTKP is Spreadsheet media.

This media can be used by Tauna and Taruni to create a program, for example making notes and observing machines for an activity oriented towards certain knowledge, attitudes and skills (Jannach, et al., 2019: 2014). Competitiveness Innovation Model that is able to create reliable and strong HR competencies and become a winner in the world of aviation industry oriented from minor propositions 1, minor propositions 2 and minor 3 propositions, can be drawn into major propositions as follows:

Major Research Proposition that:

“Link and Match and Professional Competence, which are implemented through a balance of academic and Prakerin at the Banjarbaru Aviation Vocational School, create Professional, Superior, Reliable and Resilient Human Resources. The factor of the weak role of local policies that were not created by policy actors can be reconstructed with local school policy innovations in the short term (1-5 days) and the application of driving force construction to changes in knowledge, attitudes and skills that lead to learning innovation (classical and prakerin) which plays a role in changes in intelligence, talent (IB), social intelligence (IS), emotional intelligence (IE), academic intelligence IA) motivational intelligence (IM) with a focus on Teaching Factory and Teaching Industry. The link and match model at the Aviation Vocational School prioritizes the driving force (driver with a focus on Teaching Factories and Teaching Industry) through school policy innovation, mentally tough schools are able to bring cadets and cadets to become superior, reliable and tough human resources”.

With the Major proposition above, the researcher names the findings of this research as Integrated Holistic Policy (IHP), which is an integrated and comprehensive policy with the explanation that to make cadets who are superior, reliable and tough, it takes the power of innovation from the education administration body in terms of This is the Banjarbaru Aviation Vocational School.

## **Conclusion**

Based on theoretical exposure and discussion of phenomena found in the field, it can be concluded that:

1. Link and Match and Professional Competence at the Banjarbaru Aviation Vocational School have been able to create Professional, Reliable and Resilient Work Creator Human Resources. This is evidenced that many graduates of the Banjarbaru Aviation Vocational School occupy positions that are in accordance with their professional competence, at least approaching their competency capacity, namely as pilots, flight attendants and aircraft engine technicians. From the right position, it was also found that graduates were able to occupy the main ranking, namely being the best policewomen in the South Kalimantan Police so that they could be used as examples for other cadets.
2. The Local Innovation Policy of the Regional Government does not play a role as it should, because it is still focused on central policies so that the role of the Banjarbaru Aviation Vocational High School (SMK) policy is always to implement policies regarding link and match by conducting a driver force (creating competitive innovation and encouraging progress). to improve Talent Competence, Intelligence Competence, Social Competence, Emotional Competence and Academic Competence for the Banjarbaru Aviation Vocational High School cadets focused on the Teaching Industry or Teaching Factory).
3. This study has findings that reconstruct a policy theory called Integrated Holistic Policy (KHI), which provides strength and focus on central policies that are locally innovated by schools. The

Competitiveness Innovation Model initiated by the Banjarbaru Aviation Vocational School has been able to create reliable and strong HR competencies and become winners in the aviation industry. The KHI model found in this study becomes a comprehensive and integrated innovation idea from core learning academics and prakerin, so that when cadets enter the roaming of the Aviation Vocational School they have been able to experience a metamorphosis (change) from not knowing to knowing and from knowing to being an expert in change. their knowledge, attitudes and skills.

### Recommendation

1. Based on the research findings that the Regional Government does not play a role in this case the Education and Culture Office of South Kalimantan Province, promovendus recommends to the Regional Government in this case the South Kalimantan Provincial Education and Culture Office, to carry out an in-depth study of the completeness of policies that follow up on links and Match launched by the Central Government, so that the Banjarbaru Aviation Vocational School as the only Aviation Vocational School in South Kalimantan and even in Kalimantan can work in fulfilling the labor market that is able to meet national standards.
2. Weak protection of the Regional Government, both the Education and Culture Office of South Kalimantan Province and the absence of a Governor Regulation (Pergub) that provides protection in the implementation of link and match (Prakerin), then the second recommendation from promovendus to the Regional Government both the Education and Culture Office of South Kalimantan Province is the need for consolidation and coordination with members of the DPRD of South Kalimantan Province in charge of education so that the initiators of educational innovation at the Aviation Vocational School are not tired of working and innovating, because their achievements can be appreciated by the relevant institutions and enter their fostered areas.

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